

# **Level 2 Technical Award in Hair and Beauty Studies 3038-002 / 3038-502**

**Part of 3038-21**

**October 2017 Version 1.1**

**Guide to the examination**

Version and date	Change detail	Section
1.1 December 2017	Amended wording in heading of front page	Front cover

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## Who is this document for?

This document has been produced for centres who offer **City & Guilds** Level 2 Technical Award in Hair and Beauty Studies. It gives all of the essential details of the qualification's external assessment (exam) arrangements and has been produced to support the preparation of candidates to take the exam/s.

The document comprises four sections:

1. **Details of the exam.** This section gives details of the structure, length and timing of the exam.
2. **Content assessed by the exam.** This section gives a summary of the content that will be covered in each exam and information of how marks are allocated to the content.
3. **Guidance.** This section gives guidance on the language of the exam, the types of questions included and examples of these, and links to further resources to support teaching and exam preparation.
4. **Further information.** This section lists other sources of information about this qualification and City & Guilds Technical Qualifications.

# 1. Details of the exam

## External assessment

City & Guilds Technical qualifications have been developed to meet national policy changes designed to raise the rigour and robustness of vocational qualifications. These changes are being made to ensure our qualifications can meet the needs of employers and Higher Education. One of these changes is for the qualifications to have an increased emphasis on external assessment. This is why you will see an external exam in each of our Technical qualifications.

An external assessment is an assessment that is set and/or marked by the awarding organisation (ie externally). All City and Guilds Technical qualifications include an externally set and marked exam. This must be taken at the same time by all candidates who are registered on a particular qualification. We produce an exam timetable each year. This specifies the date and time of the exam so you can plan your delivery, revision and room bookings/PC allocation in plenty of time.

The purpose of this exam is to provide assurance that all candidates achieving the qualification have gained sufficient knowledge and understanding from their programme of study and that they can independently recall and draw their knowledge and understanding together in an integrated way. Whilst this may not be new to you, it is essential that your learners are well prepared and that they have time to revise, reflect and prepare for these exams. We have produced a Teaching, Learning, and Assessment guide that is you should refer to alongside the present document ([Teaching, Learning and Assessment Guide](#)). If a learner does not pass the exam at their first attempt, there is only one opportunity to resit the exam, so preparation is essential.

## Exam requirements of this qualification

- **Hair and Beauty Studies** – Theory exam (2 hours).

The exam is graded and a candidate must achieve at least a Pass grade in order to be awarded the qualification. (In addition to the exam, a synoptic assignment must also be completed and passed). You can find full details of the synoptic assignment in the *Qualification Handbook* and the *Synoptic Assessment Guide* – please see the link to the qualification page at the end of this document.

## When does the exam take place?

The exam is offered on two fixed dates in March or June. The exact dates will be published at the start of the academic year in the *Assessments and Exam Timetable* <http://www.cityandguilds.com/delivering-our-qualifications/exams-and-admin>.

At the start of the programme of study, in order to effectively plan teaching and exam preparation, centres should know when the exam will be taking place and allocate teaching time accordingly. Section 2 of this document gives a summary of the content that needs to be covered in order to prepare learners for the exam and full details of this are given in the *Qualification Handbook*.

## Form of exam

The exam for this qualification can be taken either on paper (3038-502) or online (3038-002).

## Can candidates resit the exam?

Candidates may resit the exam once only. If a candidate fails the exam both on the first attempt and when resitting it, that candidate has failed the qualification and cannot achieve it in that academic year.

## How the exam is structured

Each exam has a total of 60 marks and is made up of:

- approximately 10-12 short answer questions
- 1 extended response question.

Short answer questions are used to confirm **breadth of knowledge and understanding**.

The extended response question is to allow candidates to demonstrate **higher level and integrated understanding** through written discussion, analysis and evaluation. This question also ensures the exam can differentiate between those learners who are 'just able' and those who are higher achieving.

More details about and examples of question types are given in Section 3 of this document.

## Assessment Objectives

The exams are based on the following set of assessment objectives (AOs). These are designed to allow the candidate's responses to be assessed across the following three categories of performance:

- **Recollection** of knowledge.
- **Understanding** of concepts, theories and processes.
- **Integrated application** of knowledge and understanding.

In full, the assessment objectives covered by the exam for this qualification are:

Assessment objective	Mark allocation (approx %)
<i>The candidate..</i>	
AO1 <b>Recalls knowledge</b> from across the breadth of the qualification	20%
AO2 <b>Demonstrates understanding</b> of concepts, theories and processes from a range of learning outcomes.	50%
AO4 <b>Applies knowledge, understanding and skills</b> from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	30%

## **Booking and taking the exam**

All assessments for City & Guilds Technical Exams must be booked through Walled Garden. There is a deadline for booking exams, synoptic assessments and any other centre marked assessments, please refer to the time line to check these dates.

The exam must be taken under the supervision of an invigilator who is responsible for ensuring that it is conducted under controlled conditions. Full details of the conditions under which the exam must be taken can be found in the Joint Council for Qualifications (JCQ) document, [Instructions for Conducting Examinations \(ICE\)](#).

## **Special consideration**

Candidates who are unable to sit the exam owing to temporary injury, illness or other indisposition at the scheduled time may qualify for special consideration. This is a post-examination adjustment that can, in certain circumstances, be made to a candidate's final grade. The Joint Council for Qualifications' guide to the special consideration process can be found at [www.jcq.org.uk](http://www.jcq.org.uk).

To make a request for special consideration, please contact: [policy@cityandguilds.com](mailto:policy@cityandguilds.com)

## **Access arrangements**

Access arrangements are arrangements that allow candidates with particular requirements, disabilities or temporary illness to take assessments, where appropriate, using their normal way of working. The Joint Council for Qualifications document, *Access Arrangements and Reasonable Adjustments* gives full details and can be downloaded [here](#).

For further information and to apply for access arrangements please see:

[Access arrangements - When and how applications need to be made to City & Guilds](#)  
[Applying for access arrangements on the Walled Garden](#)

## 2. Content assessed by the exam

The exam assesses:

- **Unit 201: Exploring the world of hair and beauty**
- **Unit 202: Science of hair and beauty**
- **Unit 203: Design in the hair and beauty sector**

Each exam assesses a sample of the content of these units. This means that a single exam will **not** cover 100% of the unit content. The full range of content will be assessed over a number of examination series. Details of the coverage of a particular exam paper will **not** be released in advance of the exam itself. Centres should **not** make assumptions about what will be assessed by a particular exam based on what has been covered on previous occasions. In order to be fully prepared for the exam, learners **must** be ready to answer questions on **any** of the content outlined below.

The table below provides an overview of how the qualification's Learning Outcomes are covered by each exam and the number of **marks** available per Learning Outcome (ie **not** the number of *questions* per Learning Outcome). In preparing candidates for the exam, we recommend that centres take note of the number of marks allocated to Learning Outcomes and to assign teaching and preparation time accordingly.

In preparing candidates for the exam, centres should refer to the Qualification Handbook which gives full details of each Learning Outcome.

The following is a summary of only that qualification content which is assessed by the exam and **not** a summary of the full content of the qualification.

Unit	Learning outcome	Topics	Number of marks
201 Exploring the world of hair and beauty	L01 Understand key features of the hair and beauty sector	1.1 The industries within the sector 1.2 Key features of hair and beauty careers 1.3 Business and industry links	8
	L02 Understand the development of the hair and beauty sector	2.1 The key features of hair and beauty in ancient eras and decades of the past hundred years 2.2 Hair and beauty in today's society	
202 Science of hair and beauty	L01 Understand chemistry of cosmetics and consider their uses within hair and beauty products	1.1 The effects of acids and alkalis on hair and skin 1.2 The scientific principles of ingredients in hair and beauty products	35

		1.3 Ingredients in hair and beauty products 1.4 Ethical consideration for testing cosmetics	
	LO2 Understand biology related to the hair and beauty sector	2.1 Anatomy and physiology terminology of hair, skin and nails 2.2 Hair, skin and nail conditions and how they can affect or limit treatments and services	
203 Design in the hair and beauty sector	LO1 Understand the use of design in business	1.1 The importance of using design 1.2 The factors to consider when creating design images	5
	LO2 Develop technical skills required to create a hair and beauty image	2.1 Develop technical hair styling skills 2.2 Develop technical make up skills 2.3 Develop technical manicure skills	
	LO3 Plan, create and evaluate an image for business use	3.1 Plan design images 3.2 Create design images 3.3 Review design images	
		Total marks for sections:	48 marks
		Integration across units*:	12 marks
		<b>Total marks for exam:</b>	<b>60 Marks</b>

\* *Integration across units.* These marks relate to Assessment Objective 4. These marks are awarded to differentiate between levels of performance by candidates taking the exam. The marks are given for how well a candidate has applied their knowledge, understanding and skills from across the units that make up the qualification in an integrated way to meet the requirements of the exam questions.



### 3. Guidance

#### Vocabulary of the exam: use of 'command' verbs

The exam questions are written using 'command' verbs. These are used to communicate to the candidate the type of answer required. Candidates should be familiarised with these as part of their exam preparation.

The following guidance has been produced on the main command verbs used in City & Guilds Technicals exams.

A more detailed version of this table, which also includes the command verbs used in the assignments is published in *City & Guilds Technical Qualifications Teaching, Learning and Assessment* guide.

Command verb	Explanation and guidance
<b>Analyse</b>	Study or examine a complex issue, subject, event, etc in detail to explain and interpret, elements, causes, characteristics etc
<b>Calculate</b>	Work out the answer to a problem using mathematical operations
<b>Compare</b> (...and contrast) (or <b>describe</b> the similarities/differences)	Consider and describe the similarities (and differences) between two or more features, systems, ideas, etc
<b>Define</b>	Give the meaning of, technical vocabulary, terms, etc.
<b>Describe</b>	Give a detailed written account of a system, feature, etc <b>(..the effect of...on...)</b> the impact, change that has resulted from a cause, event, etc <b>(..the process..)</b> give the steps, stages, etc
<b>Differentiate</b> between	Establish and relate the characteristic differences between two or more things, concepts, etc
<b>Discuss</b>	Talk/write about a topic in detail, considering the different issues, ideas, opinions related to it
<b>Distinguish</b> between	Recognise and describe the characteristic differences between two things, or make one thing seem different from another
<b>Evaluate</b>	Analyse and describe the success, quality, benefits, value, etc (of an end product, outcome, etc )
<b>Explain</b>	Make (a situation, idea, process, etc) clear or easier to understand by giving details <b>(..how..)</b> Give the stages or steps, etc in a process, including relationships, connections, etc between these and causes and effects.
<b>Give example(s) illustrate/</b>	Use examples or images to support, clarify or demonstrate, an explanation, argument, theory, etc

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<b>Give a rationale</b>	Provide a reason/reasons/basis for actions, decisions, beliefs, etc
<b>Identify</b>	Recognise a feature, usually from a document, image, etc and state what it is
<b>Justify</b>	Give reasons for, make a case for, account for, etc decisions, actions, conclusions, etc, in order to demonstrate why they suitable for or correct or meet the particular circumstances, context
<b>Label</b>	Add names or descriptions, indicating their positions, on an image, drawing, diagram, etc
<b>List</b>	Give as many answers, examples, etc as the question indicates (candidates are not required to write in full sentences)
<b>Name</b>	Give the (technical) name of something
<b>Propose</b>	Present a plan, strategy, etc (for consideration, discussion, acceptance, action, etc).
<b>Select</b>	Choose the best, most suitable, etc, by making careful decisions
<b>State</b>	Give the answer, clearly and definitely
<b>Summarise</b>	Give a brief statement of the main points (of something)

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## Question types

The following explains, and gives examples of, types of questions used in City & Guilds Technical exams. In preparing candidates to take the exam, it is recommended that you familiarise them with the requirements of each question type so that they can be effective and make best use of the time available when sitting the exam.

- An effective candidate will gauge the type and length of response required from the question and the number of marks available (which is given for each question on the exam paper).
- Short answer questions may not require candidates to write in complete sentences. Extended response questions will require a more developed response.
- Candidates should read the exam paper before attempting to answer the questions and should allocate time proportionate to the number of marks available for each question or section.

Question type:	Example question	Example question:
<p><b>Short answer questions (restricted response)</b> These are questions which require candidates to give a brief and concise written response. The number of marks available will correspond to the number of pieces of information/examples and the length of response required by the question.</p>	<p>State <b>two</b> main responsibilities carried out by a receptionist. (2 marks)</p>	<p><b>Answer:</b> <b>One mark for each of the following to a maximum of 2 marks.</b></p> <ul style="list-style-type: none"><li>• Taking payments</li><li>• Booking appointments</li><li>• Answering the telephone</li><li>• Taking messages</li><li>• Stock control</li><li>• Dealing with client enquiries / minor complaints / Greeting clients/suppliers/the public</li><li>• Constructing retail displays</li><li>• Selling retail products</li></ul>
<p><b>Structured Response Questions</b> These are questions that have more than one part (eg a), b), etc.). The overall question is</p>	<p>a. Explain how depilatory products affect the hair structure? (3 marks)</p>	<p><b>Answer:</b> <b>a. One mark for each of the following to a maximum of 3 marks.</b></p>

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made up of linked, short answer questions which move the candidate through the topic in a structured way. For example, the question will usually start with a 'recall'/'state'/'describe' question followed by an 'explain' to draw out understanding of the topic. They usually have a shared introductory 'stem', and the number of marks may increase through the question.

b. Identify **two** possible negative effects of a depilatory product.

(2 marks)

- Has the effect of breaking the linkages between polypeptide chains in the cortex (1)
- The high alkalinity of the product (12-14 pH) (1) swells the hair (1) and will dissolve the hair(1)

**b. One mark for each of the following to a maximum of 2 marks.**

- Irritation to the skin
  - Swelling
  - Redness
  - Blisters
  - Allergic reaction
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### Extended response questions

Extended response questions are those that require the candidate to write a longer written response using sentences and paragraphs. These usually require candidates to discuss, explain, etc. a topic in some detail. The question is often based on a short case study, scenario or other prompt. The level of detail should be gauged from the question and the number of marks available.

### Example question

Discuss a variety of factors to consider when designing and developing a website for a chain of hair salons.

(12 marks)

### Mark scheme

#### Indicative content:

Candidate's discussion may include, but is not limited to, the below considerations.

#### Resource factors:

- People – specialist skill in creating website
  - Size of the site and cost of development and maintenance with regards to budget
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- Timescales
- Specialist products/equipment eg hardware
- Location in terms of search engine position

### **Economic factors**

- The state of the global economy and how the use of websites can affect GDP

### **The purpose and use of the website**

- For use as a marketing tool – how is it to be used? Will there be booking service / sale of products? Training?
- Suggested styles of design appropriate to marketing the salons
- Brand logos
- Promotional materials suggested to supplement the website
- Type of hair business to be advertised and the products/services they provide
- The functions and benefits of products/services/equipment
- Avoidance of known allergens, possible skin testing etc.
- Demographic / target market – location of the salons / age of target etc.
- Sufficient cataloguing of services / products shows transparency to clients
- Customer reviews

### **Ethical and social factors:**

- Factors concerning social diversity – how to attract and cater for a range of clientele
- Factors concerning cultural diversity – how to attract and cater for a range of clientele
- Celebrity culture may increase demand for products/services through celebrity endorsement
- Whether animal testing and its alternatives should be part of the advertising

### **Legal requirements:**

- to comply with Trades Description Act when describing / advertising to ensure the services and products fits the description
- to comply with Consumer Safety Regulations

- to comply with Sale of Goods Act
- to comply with Data Protection Act

**Technological developments:**

- Recent developments in hairdressing and how it impacts the design of the webpage – products, equipment, media

**Links to other businesses:**

- Whether links are made to other businesses which could benefit the salons e.g. URLs / hyperlinks to other businesses

**Band 1 (1 – 4 marks)**

Mark scheme

Response identifies a narrow range of factors to consider but is limited and lacks complexity. Discussion is not well developed or balanced. A lack of justification is apparent.

To access the higher marks in the band, the discussion will contain only some relevant points and may provide limited reasoning.

**Example band 1 response**

There are many factors that will need to be considered when designing and developing a website for a chain of hair salons. You will definitely need to think about the advertising for it, so it will need to be advertised in the salon whether it is on leaflets or posters or whether it is just put on the wall for everyone to see, but you would have to make sure the employees talk about it to their clients. It would also be a good idea to consider the layout and design for it because if the layout is not clear and simple then people aren't going to want to go on the website. If the design of the website doesn't look nice then no one is going to be interested in it. There would also have to be clear information on the website that persuades clients to go to that chain of salons.

**Band 2 (5 - 8 marks)**

Mark scheme

Response covers a good range of factors to consider, showing reasonable depth of understanding of how the factors affect the website. Some conclusions are drawn from the discussion.

To access the higher marks in the band, the response will be clear, balanced with accurate points made which are supported and show some justification.

**Example band 2 response**

Factors that should be considered are: what is going to be on the front page of the website, because it will be at the front so you will need to think if it's going to attract the customers and be eye-catching or would it make the customers ignore it. Also, you would need to think about what images you are going to use on the website so you could think about whether you prefer to have images of the service that is being done or services that you can do. Another thing you would have to think about when designing your website is to specify all the advantages of the hair salon so more people looking at it get attracted. Also, you should consider whether you are going to put in the services that are done by the hair salons so the clients get attracted by the variety of services the hair salons offer. Think about the productivity of the website. Will there be links leading onto the different resources such as the contact number and location, also think about whether there would be online booking for the hair salons gaining more customers interest.

**Band 3 (9 – 12 marks)**

Mark scheme

Thorough and accurate response covering a broad range of relevant factors with discussion that shows a broad understanding of why and how the factors affect the website. Factors have been fully considered with appropriate conclusions with some justifications.

To access the higher marks in the band, the discussion will be comprehensive, well balanced, presented in a logical way with conclusions fully justified.

**Example band 3 response**

When developing a website you need to consider who will be looking at the website. For example, if you want to attract customers then you may want to add a lot of detailed information so that customers are confident with going to that specific hair salon. You should consider including the trade description act so that the salon meets the description included on the website and does not include any false or misleading information. Make sure to include what these salons have to offer, such as, hair styling, trimming, cutting, dying, massages, perms and what type of hair (Africa Caribbean, Asian and European) is suitable in these salons. You should state if the salons sell products and whether the products have been animal tested or includes any ingredients which have already been tested on animals because if you have a vegan customer, they will not want to buy or have non-vegan products used on their hair. Who is the salon aimed at? You will need to include pictures of the salon interior so that people are aware of the type of people who will be there (children or adults).

The website will also need a location for the salons so that customers know where to go and whether it is a local salon or if they will need to travel far. Prices of what the salon has to offer are important because if the prices are too high, then you won't attract many people who are unemployed but you will if the prices are reasonable. If the prices are too low then people may think the salon is cheap because it is low-quality, this can result in fewer

customers. The unemployed may decide to go there because it will be easier for them to afford it. If products are sold there, they should specify if they contain common allergies then it should be mentioned.



## Examination technique

Candidates with a good understanding of the subject being assessed can often lose marks in exams because they lack experience or confidence in exams or awareness of how to maximise the time available to get the most out of the exam. Here is some suggested guidance for areas that could be covered in advance to help learners improve exam performance.

### Before the exam

Although candidates cannot plan the answers they will give in advance, exams for Technical qualifications do follow a common structure and format. In advance of taking the exam, candidates should:

- be familiar with the structure of the exam (ie number and type of questions).
- be aware of the amount of time they have in total to complete the exam.
- have a plan, based on the exam start and finish time for how long to spend on each question/section of the exam.
- be aware of how many marks are available for each question, how much they should expect to write for each question and allow most time for those questions which have the most marks available.

### At the start of the exam session

At the start of the exam, candidates:

- should carefully read through the instructions before answering any questions.
- may find it helpful, where possible, to mark or highlight key information such as command words and number of marks available on the question paper.
- identify questions which require an extended written answer and those questions where all or part of the question may be answered by giving bullets, lists etc rather than full sentences.

### Answering the questions

Candidates do not have to answer exam questions in any particular order. They may find it helpful to consider, for example:

- tackling first those questions which they find easiest. This should help them get into the 'flow' of the exam and help confidence by building up marks quickly and at the start of the exam.
- tackling the extended answer question at an early stage of the exam to make sure they spend sufficient time on it and do not run out of time at the end of the exam.

Candidates should avoid wasting time by repeating the question either in full or in part in their answer.

Candidates should **always** attempt every question, even questions where they may be less confident about the answer they are giving. Candidates should be discouraged however, from spending too long on any answer they are less sure about and providing answers that are longer and give more detail than should be necessary in the hope of picking up marks. This may mean they have less time to answer questions that they are better prepared to answer.

### Extended answer questions

Before writing out in full their answer to extended questions, candidates may find it helpful to identify the key requirements of the question and jot down a brief plan or outline of how they will answer it. This will help clarify their thinking and make sure that they don't get 'bogged down' or provide too much detail for one part of the question at the expense of others.

## **Towards the end of the exam**

Candidates should always set aside time at the end of the exam to read back through and review what they have written in order to make sure this is legible, makes sense and answers the question in full.

If a candidate finds they are running out of time to finish an answer towards the end of the exam, they should attempt to complete the answer in abbreviated or note form. Provided the content is clear and relevant, examiners will consider such answers and award marks where merited.

Further guidance on preparing candidates to take the exam is given in the City & Guilds publication, [Technical Qualifications, Teaching, Learning and Assessment](#) which can be downloaded free of charge from City & Guilds website.

## 4. Further information

For further information to support delivery and exam preparation for this qualification, centres should see:

### City & Guilds

Qualification homepage:

<https://www.cityandguilds.com/qualifications-and-apprenticeships/beauty-and-complementary-therapies/beauty/3038-technical-in-hair-and-beauty#tab=documents> which includes:

- Qualification handbook
- Synoptic Assignment
- Sample assessments

Technical Qualifications, Resources and Support: [www.cityandguilds.com/techbac/technical-qualifications/resources-and-support](http://www.cityandguilds.com/techbac/technical-qualifications/resources-and-support)

### Joint Council for Qualifications

Instructions for Conducting Examinations: <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>